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ABSTRACT

One of a series of activity guides, this publication offers a variety of learning activities and resource materials for elementary school students. The activities and resources include: poems; finger games; word puzzles and other puzzles; language arts activities; arts and crafts activities; facts and activities about animals; rules for skill games; mathematics and measurement activities; and a list of birthdays of famous people born in May. (DC)

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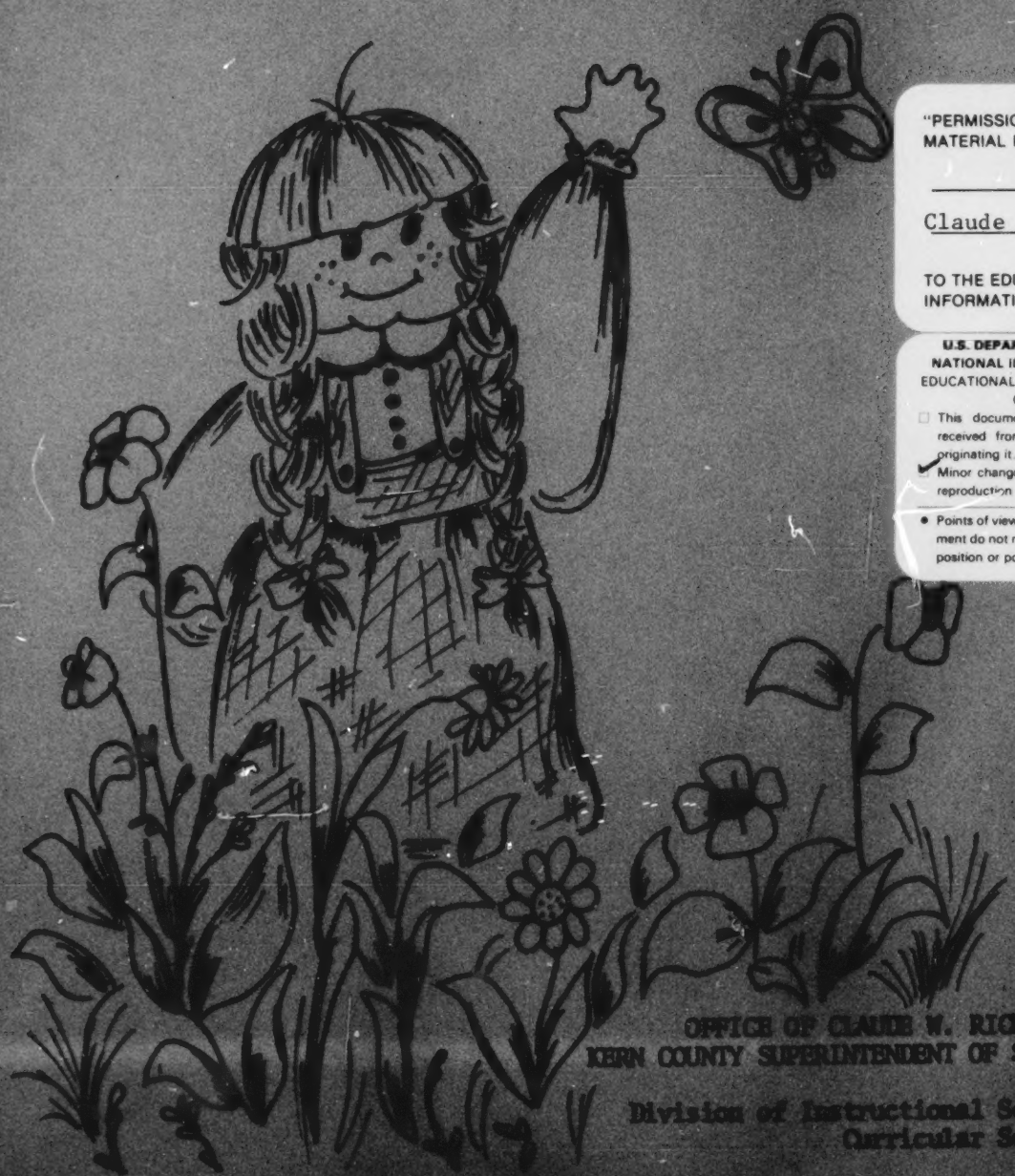
CLASSROOM IDEAS

FOR MAY 1980



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Division of Instructional Services
Curricular Services

PS013648

MAY CALENDER

DATE	EVENT
1	MAY DAY CHILD HEALTH DAY ORCHESTRA SPRING FESTIVAL: HARVEY AUDITORIUM, 8:00 p.m.
2	KATHERYN POSIN: DORE THEATER, 8:00 p.m.
5	CHILDREN'S DAY ARBOR DAY CINCO DE MAYO FOLK DANCE: DORE THEATER, 8:00 p.m. CHORAL CONCERT: BC THEATER, 8:00 p.m.
6 (5/6 - 6/1)	FIRST POSTAGE STAMP CUNNINGHAM MEMORIAL ART GALLERY SHOW FOR GRADES K-6
11	MOTHER'S DAY
12	WEAVING WORKSHOP: BEARDSLEY K-8
13	CHORAL CONCERT: HARVEY AUDITORIUM, 7:30 p.m. CART MEETING: 9:00 - 12:00
14	TULIP FESTIVAL YA MEETING: GUILD HOUSE, 11:30 a.m.
15	THEATER PERFORMANCE: DORE THEATER, 8:00 p.m.
20-26	VALLEY PLAZA ART SHOW FOR JR. AND SENIOR HIGH SCHOOLS: ALL DAY
22	NATIONAL MARITIME DAY
23-24	OPERA: BC THEATER
25	AMERICAN FREEDOM DAY
26	HOLIDAY -- MEMORIAL DAY
29	JAZZ ENSEMBLE: OUTDOOR THEATER, 8:00 p.m.

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SUMMER

A WARM AND LOVELY SUMMER SUN
KEEPS SMILING DOWN ON ME.
IT MAKES THE PLANTS AND FLOWERS GROW
AND FILLS MY SOUL WITH GLEE.

IT RISES IN THE EAST, YOU KNOW,
THEN SETTLES IN THE WEST -
AND WHEN THAT SHINY SUN COMES OUT,
MY SUMMERTIME'S THE BEST!

LA MARIPOSA

UNO, DOS, TRES, CUATRO, CINCO,
(POP UP FINGERS ON RIGHT HAND AS YOU COUNT)
COGI UNA MARIPOSA DE UN BRINCO.
SEIS, SIETE, OCHO, NUEVE, DIEZ.
(POP UP FINGERS ON THE LEFT HAND AS YOU COUNT)
LA SOLTE BRINCANDO OTRA VEZ.

THE BUTTERFLY

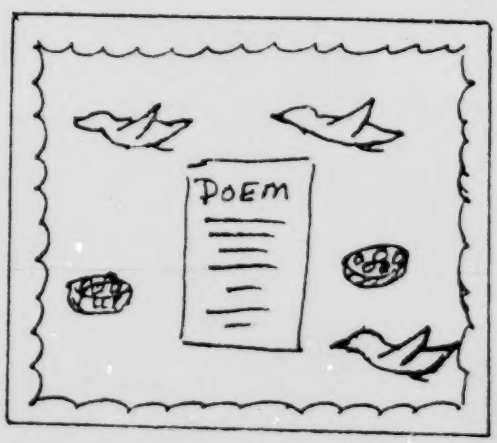
ONE, TWO THREE, FOUR, FIVE,
I CAUGHT A BUTTERFLY.
(USE SAME ACTIONS SUGGESTED FOR SPANISH VERSE)
SIX, SEVEN, EIGHT, NINE, TEN,
I LET HIM GO AGAIN.

WHAT ROBIN TOLD

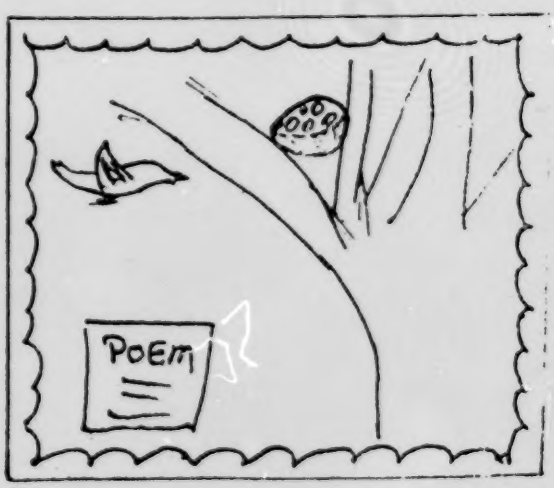
How do robins build their nests?
Robin Redbreast told me--
First a wisp of yellow hay
In a pretty round they lay;
Then some shreds of downy floss,
Feathers too, and bits of moss,
Woven with a sweet, sweet song,
This way, that way, and across;
That's what Robin told me.

Where do robins hide their nests?
Robin Redbreast told me--
Up among the leaves so deep
Where the sunbeams rarely creep,
Long before the winds are cold,
Long before the leaves are gold,
Bright eyed stars will peep and see
Baby Robins -- one, two, three;
That's what Robin told me.

George Cooper



Have children make birds They can cut them out and pin up on bulletin board. Small objects show up better if put on a background. White newsprint or a light blue newsprint can be used.



BIRDS

Once I saw a little bird come
Hop, hop, hop;
So I cried, "Little bird, will you
Stop, stop, stop?"
And I was going to the window to say,
"How do you do?"
But he shook his little tail,
And away he flew.

-2-

TRADITIONAL FINGER GAMES

LITTLE BALL

BIGGER BALL

GREAT BIG BALL

1. ONE LITTLE BODY
   TWO LITTLE HANDS TO CLAP, CLAP, CLAP!
   TWO LITTLE FEET GO TAP, TAP, TAP!
   TWO LITTLE HANDS GO THUMP, THUMP, THUMP!
   TWO LITTLE FEET GO JUMP, JUMP, JUMP!
   ONE LITTLE BODY TURNS AROUND.
   ONE LITTLE BODY SITS QUIETLY DOWN.

2. HERE'S A BALL
   a. MAKE A LITTLE BALL WITH FINGERS (AS SHOWN IN ACCOMPANYING DIAGRAM).
   b. MAKE A LARGER BALL WITH YOUR FINGERS.
   c. MAKE A "GREAT BIG BALL" (WITH ARMS) WHILE RECITING:
      A LITTLE BALL, A BIGGER BALL,
      A GREAT BIG BALL I SEE.
      NOW LET'S COUNT THE BALLS:
      ONE, TWO, THREE(REPEAT SMALL, BIG, AND BIGGER BALLS ON THIS LINE).

3. HERE IS A BEEHIVE
   HERE IS A BEEHIVE (CUP HANDS TOGETHER).
   BUT WHERE ARE THE BEES?
   HIDDEN AWAY WHERE NOBODY SEES.
   SOON THEY'LL COME CREEPING (RELEASE FINGERS ONE BY ONE).
   OUT OF THE HIVE.
   ONE, TWO, THREE, FOUR, FIVE.
   BZZZZZZZZZZ.

MOUSE

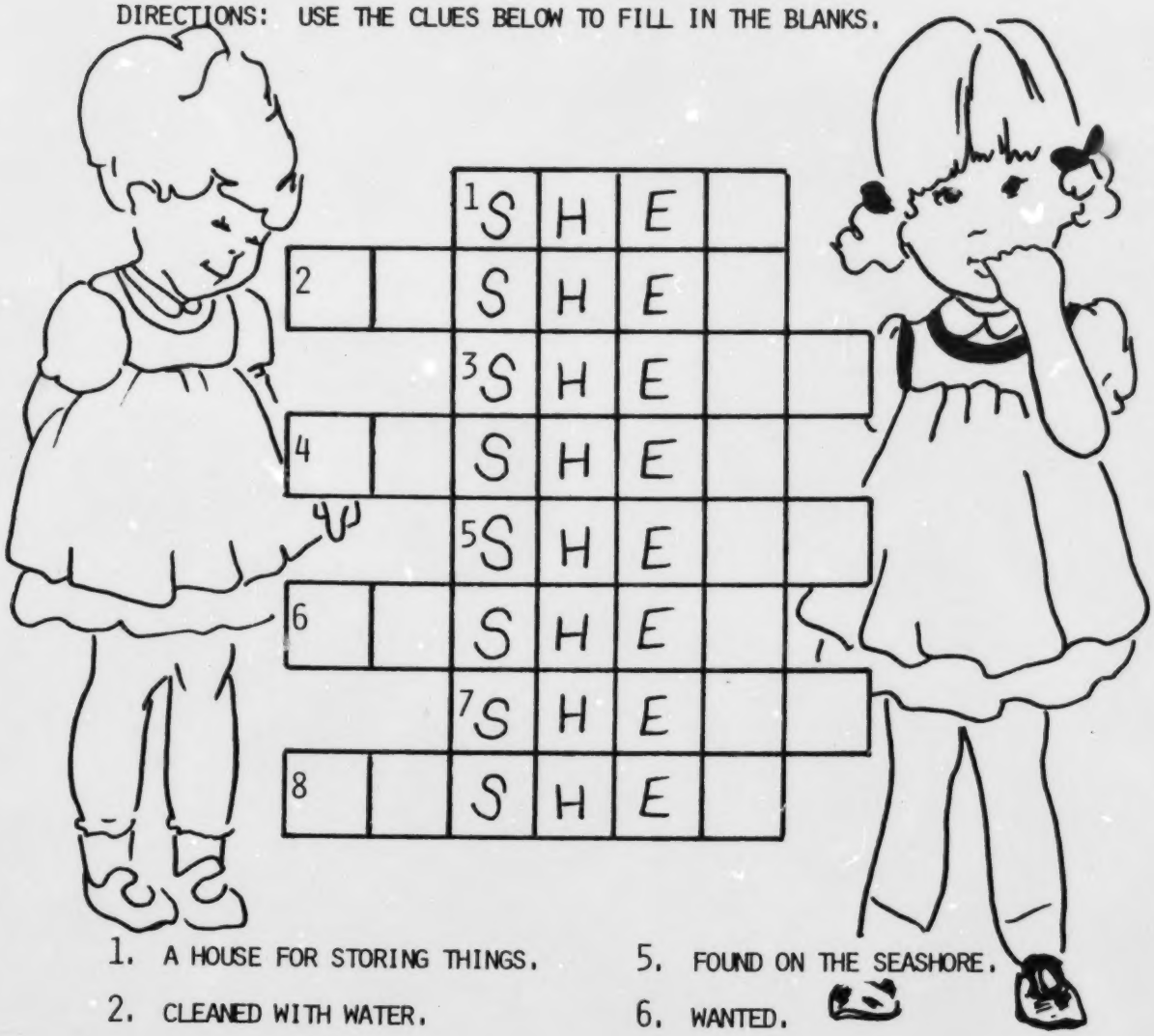
4. LITTLE MOUSIE
   SEE THE LITTLE MOUSIE (PUT FINGERS ON THUMB)
   CREEPING UP THE STAIRS (CREEP "MOUSE" UP THE OTHER ARM).
   LOOKING FOR A WARM NEST.
   THERE, OH, THERE (LET MOUSE SPRING INTO BEND OF ARM)!

RABBIT

5. MY RABBIT
   MY RABBIT HAS TWO BIG EARS (HOLD UP INDEX AND MIDDLE FINGERS FOR EARS)
   AND A FUNNY LITTLE NOSE (JOIN OTHER FINGERS TO THUMB)
   HE LIKE TO NIBBLE CARROTS (MOVE THUMB IN BITES)
   AND HE HOPS WHEREVER HE GOES (MOVE ENTIRE HAND)

SHE--WORDS

DIRECTIONS: USE THE CLUES BELOW TO FILL IN THE BLANKS.



1. A HOUSE FOR STORING THINGS.
2. CLEANED WITH WATER.
3. A PLACE FOR BOOKS.
4. PLATES AND CUPS.
5. FOUND ON THE SEASHORE.
6. WANTED.
7. WOOLLY ANIMALS.
8. RAN FAST.

Teacher Section:

1. SHED 2. WASHED. 3. SHELF 4. DISHES 5. SHELL
6. WISHED 7. SHEEP 8. DASHED

HE--WORDS

DIRECTIONS: FILL IN THE SQUARES BELOW BY READING THE CLUES.

1 H	E		
2 H	E		
3 H	E		
4 H	E		
5 H	E		

6 H	E		
7 H	E		
8 H	E		
9 H	E		

1. OPPOSITE OF HEROINE.
2. PART OF A FOOT.
3. LISTEN.
4. GIVE AID.
5. IN THIS SPOT.
6. HAIR GROWS ON THIS.
7. CARRIED IN HAND.
8. FIRE MAKES THIS.
9. A GROUP OF COWS.

TEACHER SECTION:

1. HERO 2. HEEL 3. HEAR 4. HELP 5. HERE 6. HEAD 7. HELD
8. HEAT 9. HERD

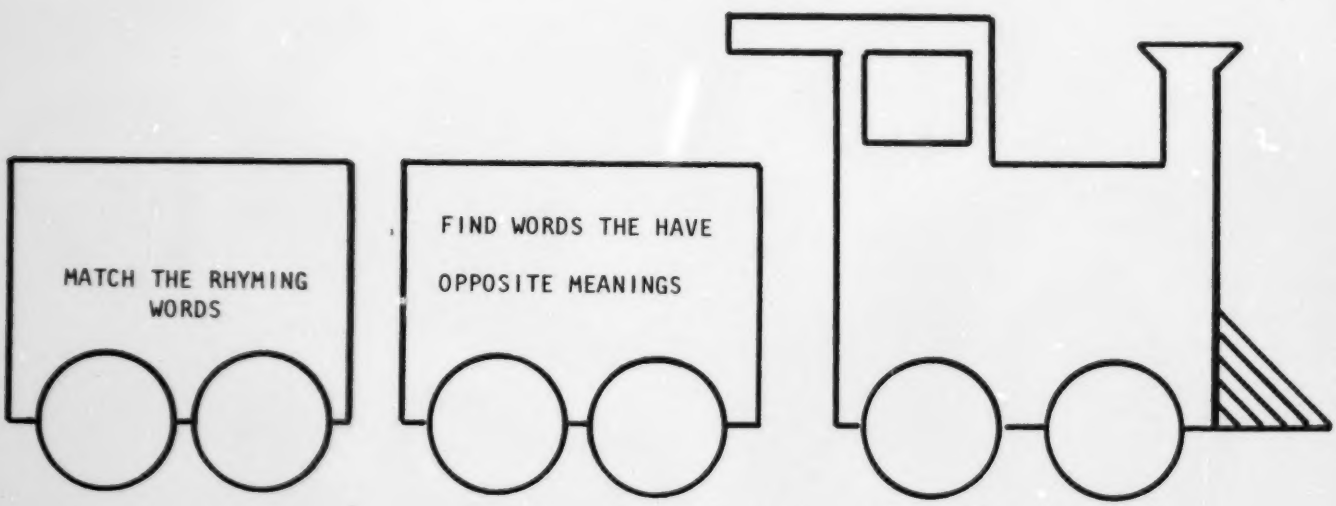
PRIMARY IDEAS

HANDWRITING:

With a small group, write a story on the chalkboard. Number the sentences. Give several children pieces of ruled tag board, and have students copy a part of the story. When all the story has been copied, tape the pieces of the story together in the correct order, to make the story. Variation: Leave the story on the board, and let students take turns putting the pieces of the story together, by looking at the example of the story on the board. They can lay the pieces of tag board together on a large table top or the floor. See if they can read the story. Students will not tape the story together, so that it can be re-used.

PRIMARY LANGUAGE:

Make a freight train using black construction paper for the engine and a bright color for the cars. Number each car. Attach the train to the bulletin board, leaving the tops of the cars open to make envelopes. On each car put some general directions for reading activities to do in free time. In each car put ten to twenty slips of paper, each with a word which is used in following the directions on the envelope front.



Word Identification

DIRECTIONS: DRAW A LINE TO THE CORRECT PICTURE, THEN DRAW A LINE TO THE WORD TO THE RIGHT AND FILL IN THE MISSING VOWELS.

EXAMPLE bat

flag

box

book

ball

cake

cat

plate

fish

cup

spoon

b_ x

b_ ll

c_ ke

pl_ t_

f_ sh

c _ p

b a t

fl _ g

b _ _ k

sp _ _ n

c_ t

BABY CHICKS

MOTHER HEN SAT ON HER NEST. UNDERNEATH HER FEATHERS WERE SIX, WARM, SMOOTH EGGS. HALF OF THE EGGS WERE WHITE AND HALF WERE BROWN. MOTHER HEN SAT ON BOTH THE WHITE AND THE BROWN EGGS.

AFTER THREE WEEKS OF PATIENT SITTING, MOTHER HEN HEARD "SNICK-SNACK", AND OUT OF THE SHELL STEPPED ONE, WET LITTLE CHICK. AFTER HE WAS DRY, HE WAS ALL FLUFFY AND YELLOW. HE HAD BRIGHT EYES AND TINY LITTLE FEET. MOTHER HEN WAS SO GLAD TO SEE HIM.

"WELCOME TO THIS BIG, WIDE, WONDERFUL WORLD," SHE SAID. "I'M GOING TO CALL YOU SUNNY."

"PEEP, PEEP," SAID THE YELLOW CHICK. "I HAVE SOME BROTHERS AND SISTERS. WAIT AWHILE AND THEY WILL COME OUT OF THEIR SHELLS, TOO."

AND SURE ENOUGH THEY DID. THERE WAS A BLACK CHICK, AND MOTHER HEN CALLED HIM INKY BLACK. THERE WAS A BROWN CHICK AND MOTHER HEN CALLED HIM BROWNIE. THEN THERE WAS A WHITE CHICK, AND HE WAS CALLED SNOWBALL. ANOTHER WHITE CHICK WITH A SPOT ON HIS LITTLE HEAD WAS NAMED SPOTTIE. THE VERY LAST LITTLE CHICK LOOKED JUST LIKE SUNNY. MOTHER HEN CALLED HIM PEEP. THERE THEY WERE--SIX BABY CHICKS AS CUTE AS BUTTONS CHIRPING FOR FOOD.

"COME, BABIES," INVITED MOTHER HEN. "EAT SOME CORNMEAL."

THE BABIES WERE HUNGRY. THEY ATE AND ATE, AND MOTHER HEN WAS SO GLAD TO SEE THEM EAT.

THEN THE WHOLE FAMILY WENT TO THE BROOK TO GET COOL DRINKS. THEY STOOD IN A ROW AND LET THEIR HEADS GO BACK, AND THEY DRANK AND DRANK AND DRANK AND DRANK OF THE COOL WATER.

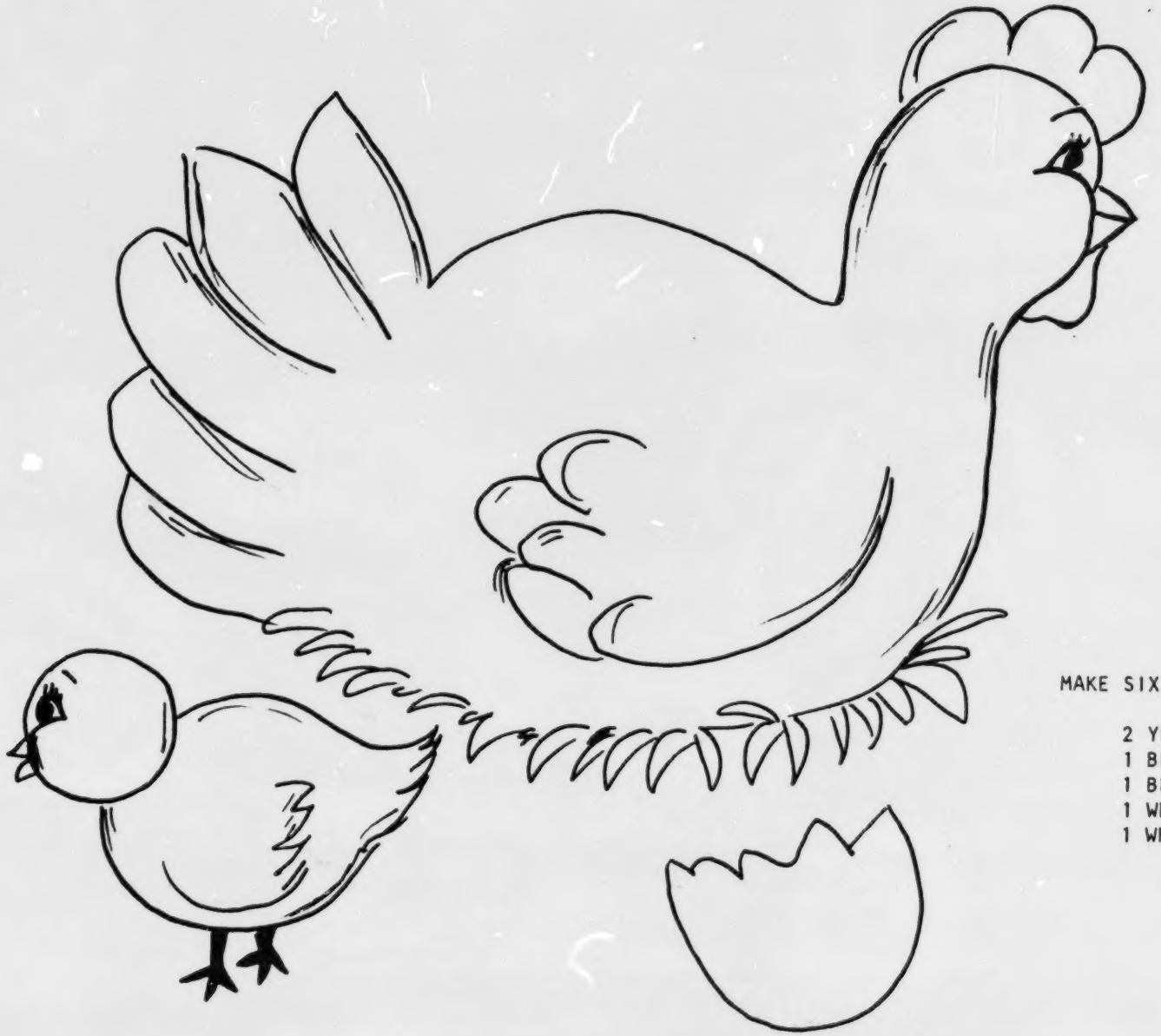
SUNNY, THE YELLOW CHICK, SAW HIMSELF IN THE WATER.

"OH, MOTHER," HE SAID, "I SEE A CHICKEN THAT LOOKS LIKE ME."

THEN ALL OF THE LITTLE CHICKS SAW THEIR REFLECTIONS IN THE WATER. THEY BENT, DOWN TOOK SIPS OF WATER, AND LET THEIR HEADS GO BACK SO THAT THE COOL WATER COULD RUN DOWN THEIR THROATS. MOTHER HEN WAS SO GLAD TO SEE THEM DRINK.

"CLUCK, CLUCK," SHE SAID AS SHE LED THEM BACK TO THE NEST.

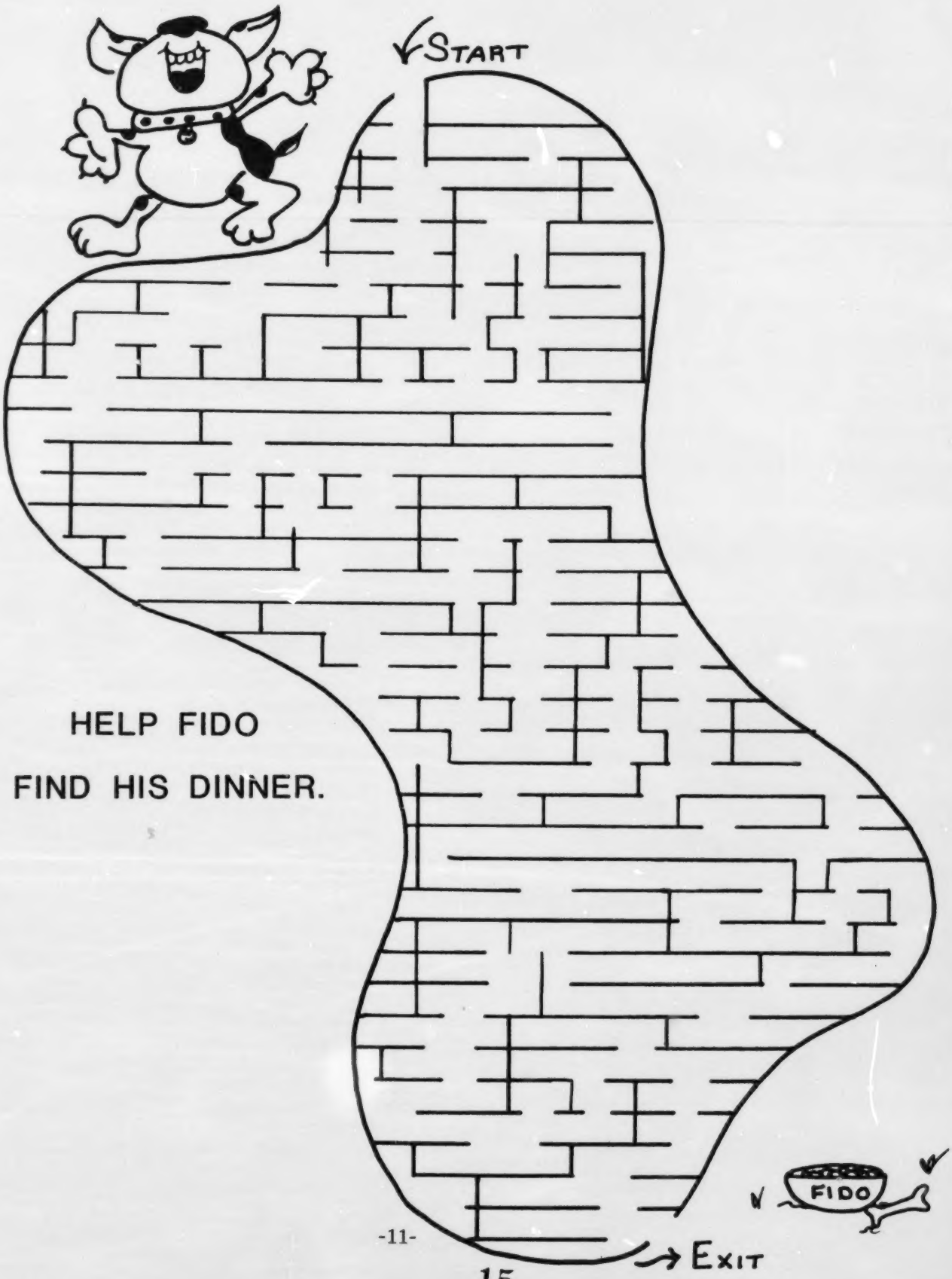
THEN SHE SAT DOWN AND RUFFLED OUT HER FEATHERS. EVERY SINGLE ONE OF THOSE NEW BABY CHICKS CREPT UNDER HER SOFT FEATHERS AND SOON ALL SIX BABY CHICKS WERE FAST ASLEEP.



MAKE SIX CHICKS

2 YELLOW
1 BLACK
1 BROWN
1 WHITE
1 WHITE WITH SPOTS

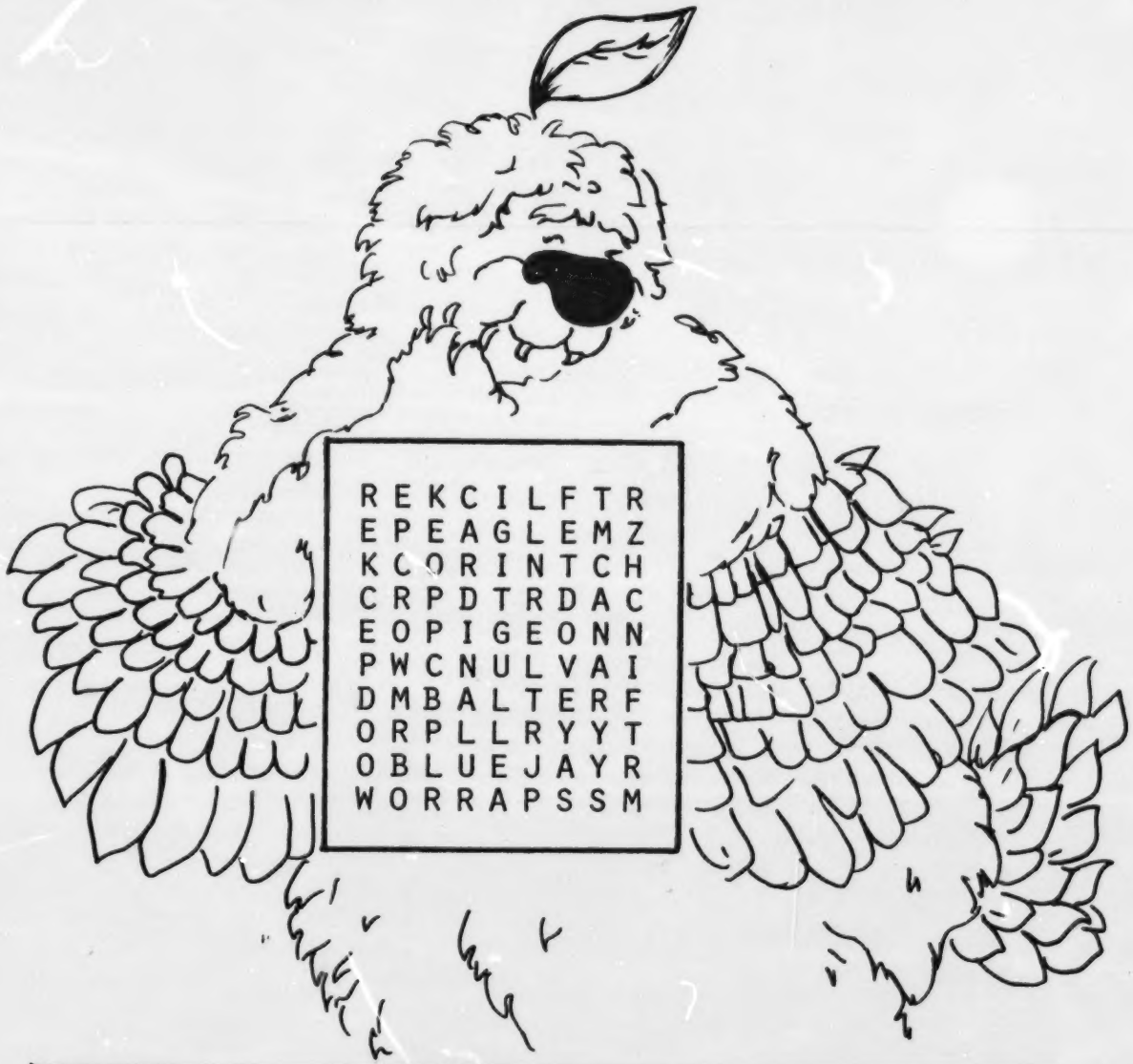
ABC DOT~TO~DOT



HELP FIDO

FIND HIS DINNER.

BIRDS OF A FEATHER



R	E	K	C	I	L	F	T	R
E	P	E	A	G	L	E	M	Z
K	C	O	R	I	N	T	C	H
C	R	P	D	T	R	D	A	C
E	O	P	I	G	E	O	N	N
P	W	C	N	U	L	V	A	I
D	M	B	A	L	T	E	R	F
O	R	P	L	L	R	Y	Y	T
O	B	L	U	E	J	A	Y	R
W	O	R	R	A	P	S	S	M

WORD LIST:

CROW	DOVE	PIGEON	SPARROW
WOODPECKER	BLUEJAY	CARDINAL	FLICKER
CANARY	EAGLE	FINCH	GULL

MATERIALS AND CONDITIONS:

School grounds and nearby trees. Flat pictures of birds.

ACTIVITY:

1. Take a walk around the schoolgrounds to see some birds and notice what they are doing. (The intent is not to name the bird.)

2. Discuss what the birds are doing: flying, singing, sitting, eating, drinking.

ADDITIONAL ACTIVITIES:

1. Discuss one property of the birds seen such as: color, shape, size

2. See how many different kinds of birds can be found on the school grounds during one outing

3. See if some bird nests can be found

POSSIBLE PUPIL VOCABULARY:

English	Spanish	Folk
bird nest	nido, nidada	
flying	volante	
sitting	sentado	
eating	comer (to eat)	
drinking	beber (to drink)	
brown	moreno	
blue	azúl	
black	negro	

FRANKIE'S BOAT

(adapted version of an anonymous story using the art of paper folding)

(Directions for folding the hat and the ship in the story are included after the story [see p 33]. *The hat and then the ship are folded during the first part of the story as they are mentioned. The rest of the directions for telling the story are written below with the story.)*

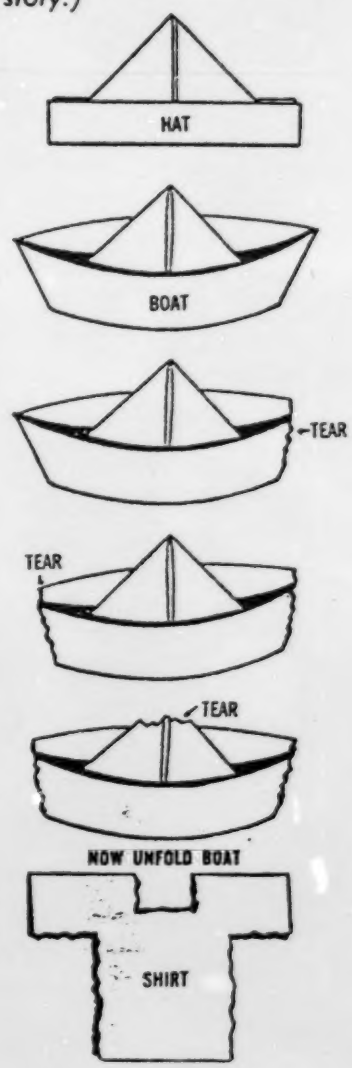
There was a small boy named Frankie. He loved to pretend. He'd often pretend that he was a cowboy. Sometimes he'd pretend he was a firefighter. He'd save all the people from the burning buildings and always extinguish the fires single-handed. Today Frankie decided to be a pirate. The first thing he did was to put on his *pirate's hat. (Show hat.)*

After he put on his hat, he started down to the beach so he could get into his *boat* and set sail for great adventures. For a while all was quiet. The sun was shining, and he sailed along enjoying the day. *(Show boat.)*

Suddenly a big wind blew. The waves rose up high around Frankie's boat, and it rocked back and forth. A waterspout whirled round and round the boat. This time it got too close. The twister ripped off the front of Frankie's boat, then it twirled around and ripped off the back of the boat.

Finally before it blew off into another direction, the wind ripped off the sail on Frankie's boat.

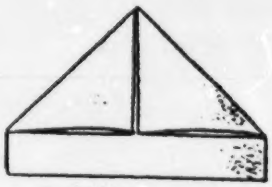
Frankie landed safely on shore in spite of what happened to his boat. He was wet and tired. His hat was lost and his boat was ruined. The only thing that was left from his adventure that day was his *shirt.*



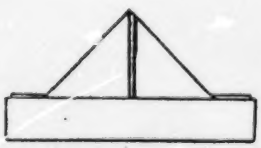
SEE IF YOU CAN FOLLOW THESE DIRECTIONS.

1. Start with a sheet of newspaper.

2. Fold paper in half.

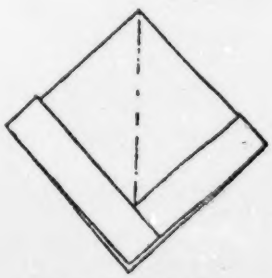


3. Fold top corners into center.

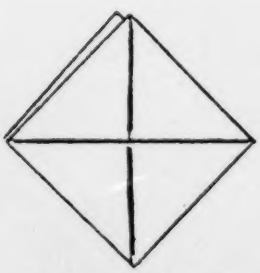


4. Fold bottom edges up for hat.

5. Bring edges together.



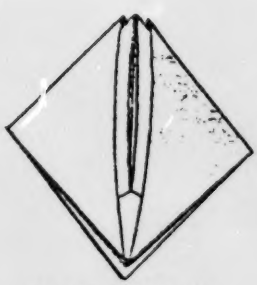
6. Flatten it sidewise.



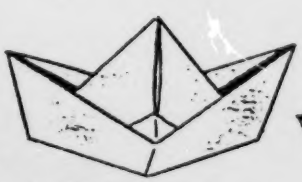
7. Bring one corner up.

8. Bring other corner up.

9. Bring ends together again.



10. Flatten it sidewise.

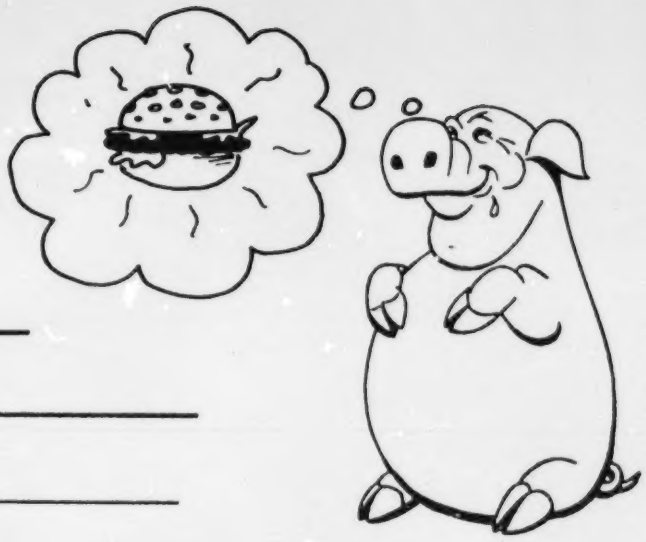


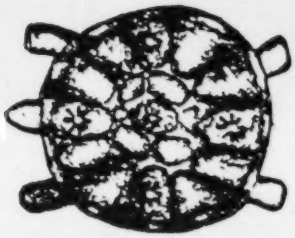
11. Gently pull ends open.

12. The boat is done.

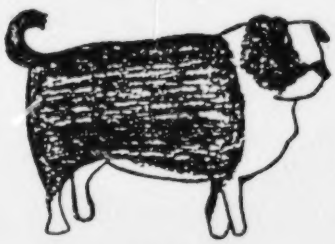
CREATIVE WRITING

TRY TO MAKE UP STORIES BY USING THE PICTURES FOR IDEAS.





MY TURTLE



MY DOG

MY HAMSTER

MY KITTEN

BE AN OBSERVER OF YOUR WORLD. COLLECT INFORMATION ABOUT HOW THINGS LOOK AND MOVE.

LEARN TO SHOW YOUR IDEAS ABOUT YOUR WORLD THROUGH MOVEMENT.

LEARN TO SOLVE PROBLEMS THROUGH MOVEMENT.

INCREASE YOUR KNOWLEDGE AND UNDERSTANDING THROUGH MOVEMENT.

HAVE THE FUN OF DIRECTING YOUR FEELINGS ABOUT YOUR WORLD AND YOU THROUGH DANCE.

ANIMALS IN A CHILD'S WORLD:

1. What animals are strong? How do they move?

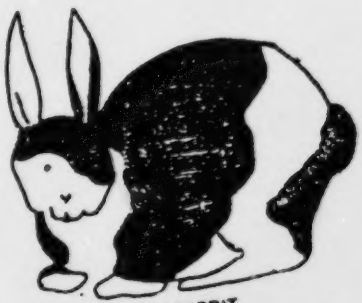
2. What animals are fast? How do they move?

3. What animals dig holes? How many ways can you show to dig imaginary holes?

4. What animals jump or hop? Show three different ways to jump and hop. Put your three ideas together, then repeat them.

5. What animals lived millions and millions of years ago? Were they big or little? Were they heavy or light? Show how they might have moved when they were angry.

6. What is your favorite animal? Why? What is its shape? What kind of movements have you seen it do?



MY RABBIT

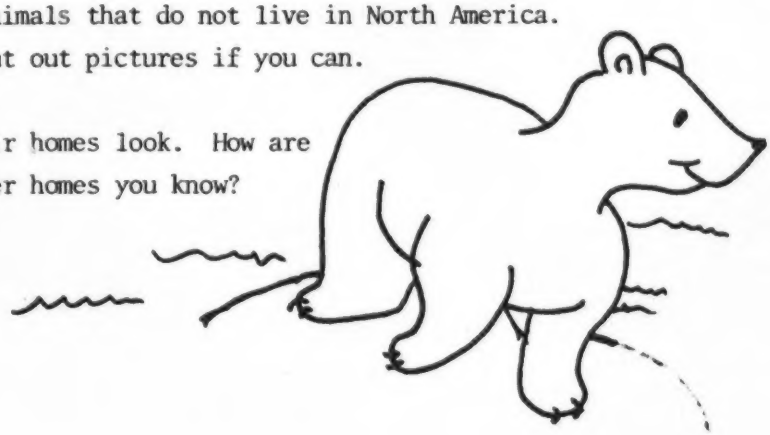
MY HORSE

FAR AWAY ANIMALS

Some animals live only in other parts of the world. They need food, water, and oxygen too. They need different kinds of climate and homes.

Find pictures of animals that do not live in North America. Bring them to class. Cut out pictures if you can.

Talk about how their homes look. How are they different from other homes you know?



Do some animals look different from any others you know? Look for animals that live in Australia. Tell or write a story about one.

Write a poem about your favorite animal. Make it a pretend poem. Use pretend words too.

I met a platypus while I was roaming
And asked why he was so far from homing
He said, "I got tired of being me
So I just set out to see."

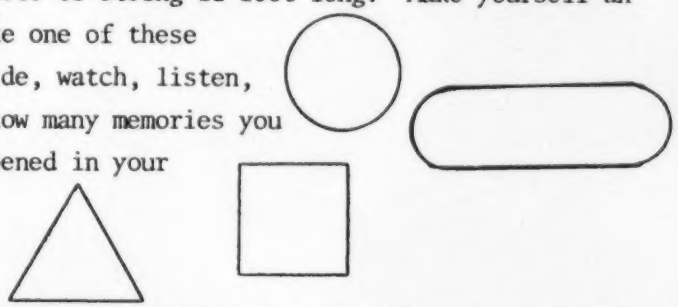
Can you make a tune for your poem? Use a tape recorder so it won't be lost.

PLANTS AND ANIMALS LIVE TOGETHER

Plants and animals can live together. Animals need plants for food and shelter.

Plants need animals to enrich the soil and keep them trimmed.

Is there a vacant lot nearby? If it is not large enough, ask a grown up to take just a few of you at a time. You must be VERY quiet. Take a piece of string 12 feet long. Make yourself an enclosed area like one of these maybe. Sit outside, watch, listen, and touch. See how many memories you have of what happened in your private spot.



Do this at different times of the year. Write what you remembered. Note the changes.

Get some of your classmates to pretend you are plants and animals in a special part of the lot. What do you talk about?

How is your plant?

MAN USES ANIMALS

Man uses animals for food, clothing, shelter, tools, transportation, work, fun, medicine, and musical instruments.

Some people are hurt by animals protecting themselves or their families.

Some animals interfere with crops and herds.

List the ways you have used animals or animal products this week. Remember eggs, cheese, and ice cream come from animals.

Draw a circle of pictures to show the food groups where animal products are important.

What animal products are used for your clothes?

What animals are raised in Kern County for man's use?

Visit a cattle, sheep, or dairy ranch.

Remember the questions from visiting a farm? Change them to help you now.

Collect pictures of things animals give to man for his use.

Ask grown ups about harmful animals. (Some snakes, some spiders.)

Draw pictures so you will always recognize them.

Ask farmers and ranchers about birds and mammals that harm their crops and animals.

What do they do to protect their crops and herds?

Do they use other animals to help?

Watch dogs, sheep dogs, geese, etc.

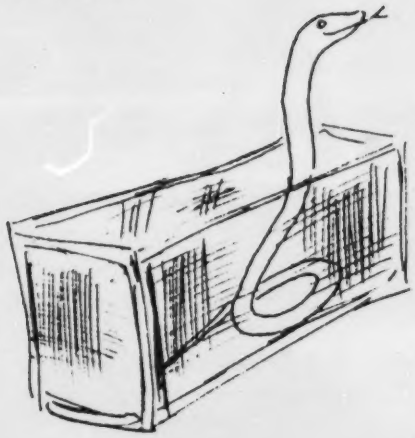
People must use natural resources wisely to protect our futures.

We must learn new ways and make sure that we do make use of our knowledge.

Man needs plants and animals, but land, plants and animals need man's protection.

Show how soil is made.
Show how wind and water affect top soil.
Tell how careless use of matches or lightning destroys land and animal homes and food.
Why should whales and other endangered animals be protected?
The building of homes is endangering many plant homes. What should be done?
Why do so many people want to live in cities when there is so much unused land in California?

CLASSROOM PETS



MATERIALS:

Suitable cage, feed, wood shavings, classroom pet--rabbit, flat pictures of different kinds of animals.

ACTIVITY:

1. Provide a pet for the classroom, to be observed. See section on handling animals.

2. After several days of observation involve the children in a discussion about the animal. Have the children sit around in a circle and pass the rabbit around and ask, "What does the animal feel like to you?" "Does the animal fly, hop, run?" "How many legs does it have?" "What sounds does it make?" "Where does the animal live?" "What does it eat?"

WORKING WITH PETS

PURPOSE	To familiarize pupils with the many different jobs involving animals.
MATERIALS	Task cards
INTRODUCTION	Say: "We are learning about lots of workers who work with animals. Today we will see what good actors we are and pretend to be some of these workers!"
CLASS ACTIVITIES	Small groups and individuals role-play situations on task cards. The teacher may want to assign task cards to groups the day before to allow them time to practice.
SUMMARY	Discuss the question: Which job might you like?

TASK CARD

A DAY AT THE HAPPY PET SHOP!

You work at the Happy Pet Shop. Here are some situations to act out. You may think of many more situations that may happen in your store.

You need:

-a group of friends who like to act.

1. A lady comes in with a poodle. The poodle needs a bath and a haircut. You tell her she can pick up the dog in an hour.
2. A little girl comes in to buy a guinea pig. She has $8.00 she got for her birthday and she wants to buy everything she will need for her guinea pig. Help her.
3. A father and 2 children want to buy a Mother's Day gift. They decide to buy an aquarium. What other things will they need to go with it? Help them find everything they will need.

A DAY AT THE ZOO

You need:

- -artistic skill as an actor
- -friends who have good imaginations
- -knowledge of zoo workers

Choose one of the zoo jobs listed below. Act it out for your classmates. You may think of other zoo workers that would be fun to act out!

Trainer-You prepare animals for public appearances.

Communicator-You give lectures at zoo exhibits to provide visitors with information.

Children's Zoo Keeper-You feed and care for the animals in the children's zoo.

Hospital Keeper-You assist the veterinarian. You care for the animals in the hospital.

AUCTION SALE

You need:

- -acting skill
- -a knowledge of farm animals
- -a group of friends

You are the auctioneer! It is your job to auction the farm animals. What animals will you sell? What do the animals eat? What kind of care do they need? What will you tell the buyers about each animal?

(Maybe you will want some friends to role-play the parts of the animals, too!)

A TRIP TO THE RIDING STABLES

You need:

-artistic skill as an actor

-5 people with good imaginations

Happy Birthday! Today is your birthday and for a treat you are taking a trip to the riding stables. Here are some of the people you will meet there:

Manager: Supervises all workers. Sees that the work is done.

Trainers: Trains horses for owners. Gives riding lessons.

Grooms: Grooms horses. Exercises horses.

Stable hands: Feeds horses. Cleans stalls.

Act out your trip to the stables. As you meet each worker, ask him about his job. He will tell you what he likes and dislikes about it.

PROJECT CHOICE #170, A CAREER EDUCATION UNIT FOR GRADES 1 AND 2, OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, 5801 SUNDALE AVE., BAKERSFIELD, CALIFORNIA.

JUMP THE CREEK

TYPE: ACTIVE SKILL GAME

SKILLS: TO RUN AND JUMP A SPECIFIC DISTANCE
TO KEEP THEIR BALANCE WHILE JUMPING

SUPPLIES: NONE

AREA: PRIMARY GAME AREA

NUMBER
OF PLAYERS: 12

RULES:

1. TWO LINES REPRESENTING THE CREEK ARE DRAWN. THE PLAYERS STAND IN FOUR LINES BEHIND THE LINE.

2. THE FIRST PLAYER IN EACH LINE RUNS AND TRIES TO JUMP CLEAR ACROSS WITHOUT GETTING HIS FEET WET. THEN THEY GO BACK TO THE END OF THE LINE AND THE NEXT PLAYERS RUN AND JUMP.

TEACHING SUGGESTIONS:

1. EXPLAIN THE DIFFERENCE BETWEEN A LEAP AND A JUMP. IN A LEAP HE TAKES OFF ON ONE FOOT, LANDS ON THE OTHER AND GOES ON RUNNING. IN A JUMP HE TAKES OFF FROM ONE OR TWO FEET AND LANDS ON TWO FEET.

2. THIS IS GOOD PREPARATION FOR THE RUNNING BROAD JUMP, IN WHICH THE RUNNER TAKES OFF ON ONE FOOT AND LANDS ON TWO FEET.

3. ENCOURAGE THE CHILDREN TO FALL FORWARD IF THEY LOSE THEIR BALANCE SO THEY WON'T FALL BACKWARDS INTO THE CREEK.

4. AFTER EVERYONE IN LINE HAS JUMPED, WIDEN THE CREEK.

LITTLE COYOTE AND THE FOX

TYPE: SKILL GAME (MEXICAN)

SKILLS: TO RUN, TAG, DODGE

SUPPLIES: NONE

AREA: PLAYGROUND

NUMBER OF PLAYERS: CLASS

RULES:

1. ONE CHILD, COYOTE IS IT.

2. THE REST OF THE CHILDREN FORM A CHAIN BEHIND A LEADER CALLED THE FOX.

   COYOTE: GIVE ME A LITTLE LAMB.

   FOX: WHERE IS THE LAST ONE I GAVE YOU?

   COYOTE: I ATE IT.

   FOX: THEN LOOK AT THE SKY FOR AWHILE.

   OTHERS: IF YOU ARE SO HUNGRY, TRY TO CATCH SOME LITTLE COYOTES TO PUT IN YOUR SOUP.

3. AT THESE WORDS, THE COYOTE RUNS AND TRIES TO CATCH THE LAST CHILD IN THE CHAIN BEHIND THE FOX.

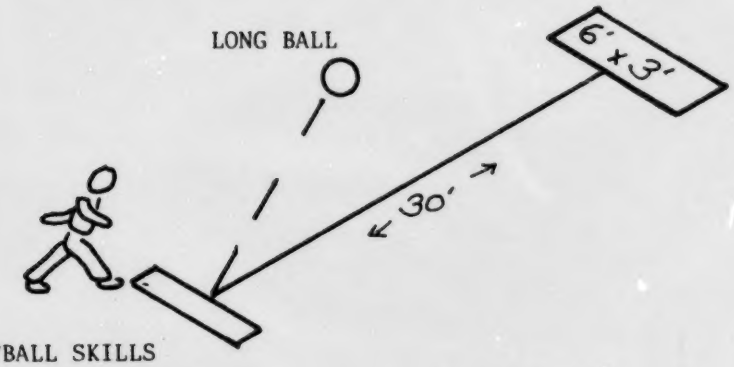
4. THE FOX TWISTS AND TURNS AND CIRCLES HIS CHAIN, GUARDING THE LAST CHILD.

5. WHEN CAUGHT, THE LAST CHILD BECOMES THE COYOTE, AND THE OLD COYOTE JOINS THE CHAIN. OR A WHOLE NEW GAME CAN BE STARTED CHANGING EVERYONE'S POSITION.

TEACHING SUGGESTION:

LEARN THE VERSE BEFORE THE GAME IS PLAYED.

LONG BALL



TYPE: BOOTBALL SKILLS

SKILLS: BATTING, FIELDING

SUPPLIES: VOLLEY BALL AND BAT OR SOFTBALL AND BAT, TWO BASES

AREA: PRIMARY DIAMOND

NUMBER OF PLAYERS: TWO EVEN TEAMS OF 3 OR MORE PLAYERS

RULES:

1. ONE TEAM AT BAT AND ONE IN THE FIELDS. PLAY AREA HAS HOME PLATE, LONG BASE AND PITCHER'S BOX.

2. FIELDING TEAM HAS PITCHER, CATCHER, LONG BASEMAN, AND FIELDERS.

3. WHEN BATTER HITS THE BALL HE RUNS TO LONG BASE AND IF POSSIBLE, RETURNS HOME. IF SUCCESSFUL, HE SCORES A POINT FOR HIS TEAM. THERE ARE NO FOULS IN THIS GAME, ANY HIT IS GOOD.

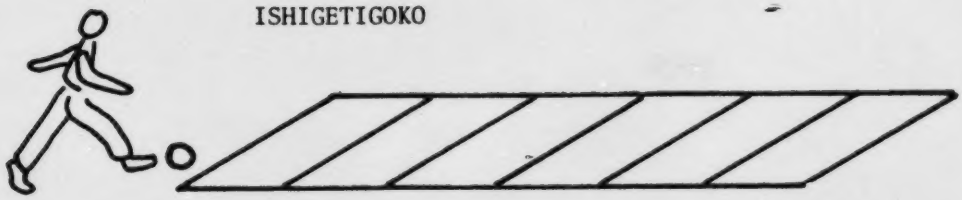
4. BASE RUNNER MAY STAY ON LONG BASE IF IT IS NOT SAFE TO RETURN HOME. ANY NUMBER OF RUNNERS MAY BE ON LONG BASE AT SAME TIME. RUNNERS MAY NOT STEAL HOME, THEY MAY RUN ONLY WHEN A BALL HAS BEEN HIT BY THE BATTER. IF THE HIT BALL IS A FLY WHICH IS CAUGHT, THEY RETURN TO LONG BASE.

5. BATTER IS OUT IF HE:

   a. STRIKES OUT
   b. BATS A FLY WHICH IS CAUGHT
   c. IS TAGGED OFF BASE BY FIELDER WITH THE BALL
   d. STEALS A BASE
   e. REACHES LONG BASEMAN AFTER HIS BALL DOES
   f. THROWS HIS BAT

6. AFTER 3 OUTS, BATTING TEAM GOES TO THE FIELD AND FIELDERS BECOME BATTERS. WINNDER IS THE TEAM WITH THE MOST RUNS AFTER EVEN NUMBER OF INNINGS.

ISHIGETIGOKO



TYPE: SMALL GROUP, SKILL GAME

SKILLS: TO KICK AND CONTROL A SMALL OBJECT

SUPPLIES: BEANBAG OR OTHER SMALL OBJECT

AREA: MARGINAL (LADDER DIAGRAM)

NUMBER OF PLAYERS: 2 TO 6

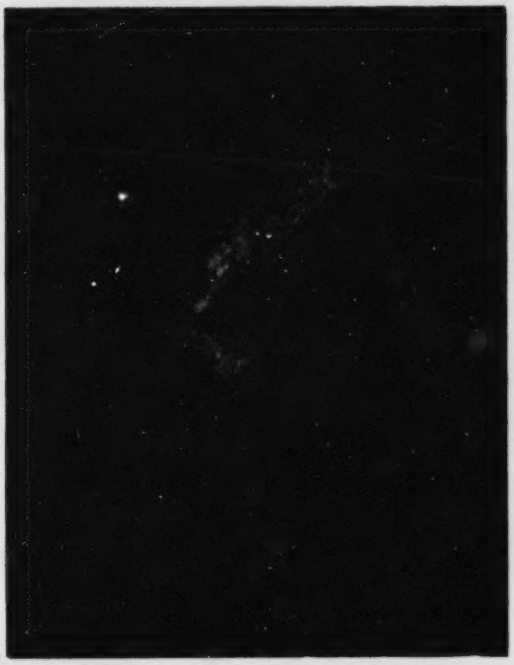
RULES:

1. PLAYERS TAKE TURNS AS IN HOPSCOTCH.
2. THE FIRST PLAYER PLACES THE BEANBAG ON THE PLAYING SURFACE OUTSIDE THE DIAGRAM.
3. HE STEPS ON ONE FOOT AND WITH THE OTHER FOOT KICKS THE BEANBAG INTO THE FIRST SPACE.
4. IF THE BEANBAG LANDS ON A LINE OR OUTSIDE THE FIRST SPACE, THE PLAYER PICKS IT UP, TAKES IT TO THE NEXT PLAYER, AND GOES TO THE END OF THE LINE.
5. IF THE BEANBAG LANDS IN THE FIRST SPACE, THE PLAYER THEN ADVANCES, AND TRIES TO KICK IT INTO THE SECOND SPACE. IF HE IS SUCCESSFUL, HE CONTINUES KICKING IT INTO ALL THE SPACES.
6. WHEN HE REACHES THE END OF THE DIAGRAM HE RETURNS IN THE SAME WAY TO THE STARTING POSITION.
7. EACH TIME A PLAYER MISSES, HE GOES TO THE END OF THE WAITING LINE. EACH TIME HE HAS A NEW TURN, HE MUST START FROM THE BEGINNING.

TEACHING SUGGESTIONS:

WITH BEGINNERS, SHORTEN THE GAME SO THAT PLAYERS KICK THROUGH 8 SPACES ONLY.
VARIATION: HOP ON ONE FOOT, KICKING THE BEANBAG WITH THE OTHER FOOT.

Remove this page from *Classroom Ideas*. Cut off the puzzle section. Mount the top portion of the page in a file folder. Laminate it. Laminate the puzzle pieces. Place the puzzle pieces in an envelope in the file folder. Encourage children often to look at the pictures and to put together the puzzle.

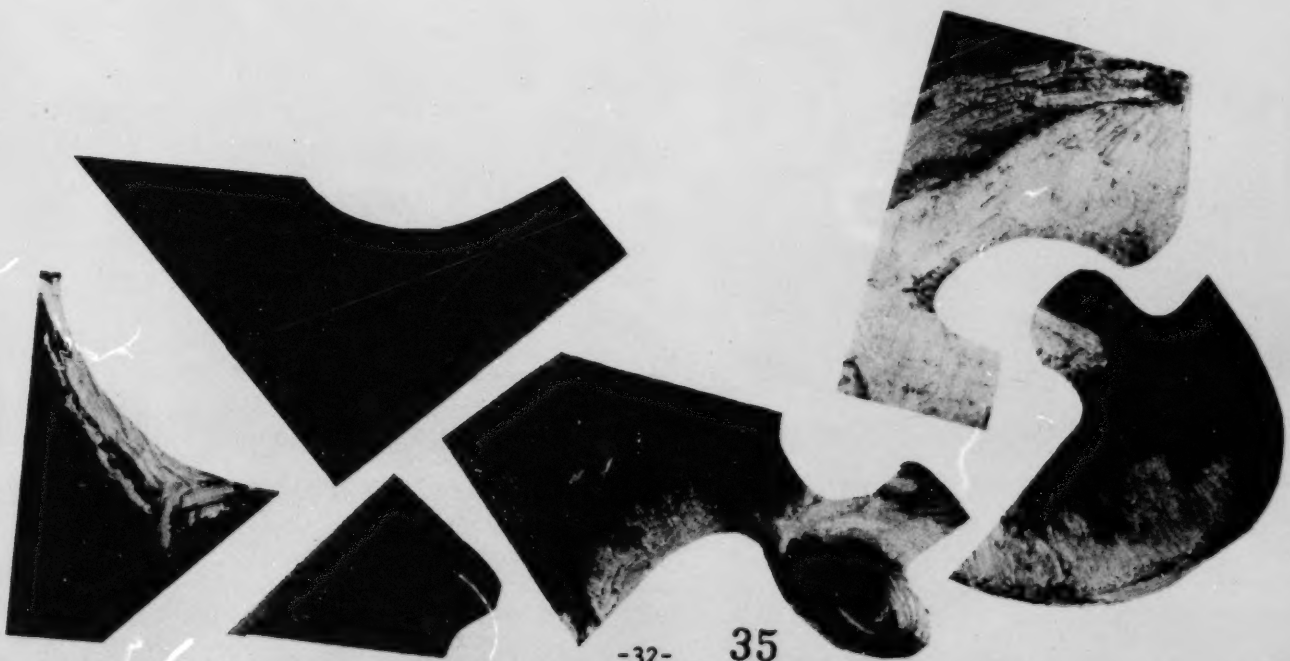


Vincent Van Gogh, My Mother
oil on canvas, Norton Simon Museum of Art, Pasadena

Gilbert Charles Stuart, Martha Washington
photograph courtesy of the Museum of Fine Arts, Boston

ART APPRECIATION

Put the pieces of the puzzle together. Can you tell which painting matches the puzzle?



A.
Fantin-Latour, White and Pink Mallows in a Vase
Norton Simon Museum of Art, Pasadena

B.
Van Gogh, Sunflowers
Neue Kunstmuseum, Munich

C.
Redon, Vase of Flowers (copy)
Norton Simon Museum of Art, Pasadena

D.
Cezanne, Vase of Flowers
Norton Simon Museum of Art, Pasadena

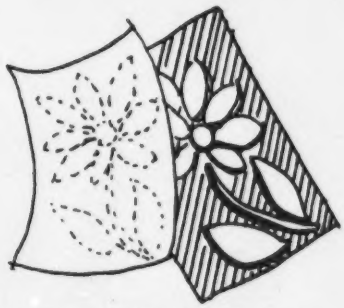
Four pictures of flowers in vases are pictured above. These pictures are paintings by famous artists. Can you answer these questions?

Find the painting that this one flower comes from. This flower can be found in the painting by

_____.

Two of the pictures above look very much alike. One famous artist copied the painting of another famous artist. The two artists who painted the similar pictures are _____ and

_____.



Printmaking (relief): Terrific Tempera Rubbings

Ever wondered what to do with leftover tempera paint? This terrific idea for recycling odds and ends of paint comes from Alva McGarah, Binney and Smith's own art consultant. Simply paint the leftovers on scraps of cardboard. Once these scraps are dry, children cut out shapes and adhere them to a cardboard background (tempera side up). Moisten paper, and place it on top of the painted cardboard relief. Rubbing the wet paper revives the tempera colors for a super looking print.

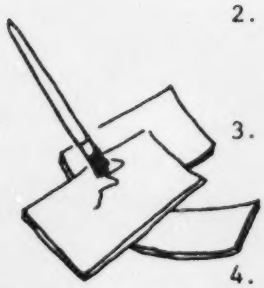
Art Materials

brushes
tempera paint
cardboard scraps small and large (preferably of the same thickness)
paper (e.g., construction paper)
scissors
paste/glue
newspaper
examples

Directions (the first day or early in the day)

1. Show the children an example of the tempera rubbings. Can they identify all the different colors that were used? Can they imagine how a relief print is made?

2. Gather together small scraps of cardboard. Allow children to select some pieces to arrange on their newspaper-covered desks.



3. Give each child some leftover tempera paint (Alva used paper "mustard cups") and let him/her paint one side of the cardboard scraps. Color doesn't matter because later, the scraps will be cut up.

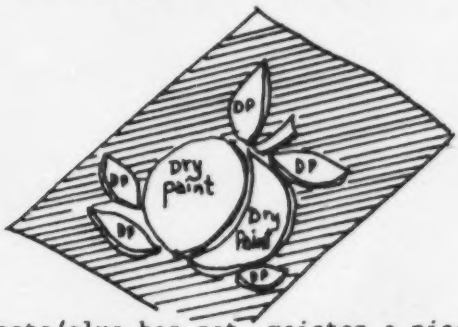
4. Set the cardboard scraps aside to dry.

The Next Day (or later in the day)

1. Ask the children to select two or three painted cardboard scraps.

2. Cut the scraps into various shapes. Some shapes can be angular while others are curved.

3. Paste/glue the small painted cardboard shapes to a larger piece of cardboard, painted side up.



4. Once the paste/glue has set, moisten a piece of paper (e.g., construction paper).

5. Lay the wet paper on top of the painted cardboard relief. Rub the back of the wet paper with the bowl of a wooden spoon or other smooth object to revive the tempera colors and to bring about the print.

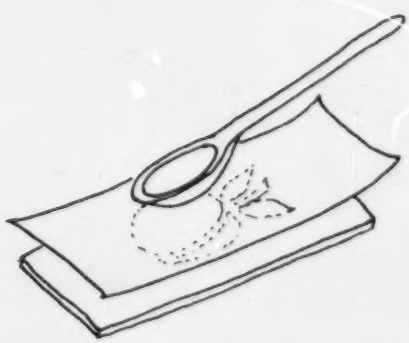
6. Carefully pull the print off the cardboard relief and set the print aside to dry.

7. Repeat the process for another terrific tempera rubbing!

Objectives

The child will be able to:

1. recycle leftover tempera paint by putting leftover paint on small pieces of scrap cardboard.
2. adhere small pieces of painted cardboard to a larger piece of cardboard, paint side up.
3. revive paint colors and produce a print from these colors through relief printmaking techniques.



Printmaking (monoprint): Floral Fingerpaint Prints

Flowers, whether they are blooms in the desert, wild poppies on a hillside or acres of roses in fields, are among the special beauties of Kern County. This art activity gives children an opportunity to draw and redraw their favorite flowers in fingerpaint without wearing out the paper.

The idea for making these fingerpainted prints comes from Alva McGarah, Binney and Smith Art Consultant. Mary Lee Zander of Panama School varies this technique and has her kindergarten class make monoprints on fabric (sheeting).

Art Materials

smocks
fingerpaint
smooth, non-absorbent tabletop
paper
sponges and water for cleanup
flowers
examples
optional: sheeting (wrinkle free)
gadgets

Directions

1. Show the children flowers. Place a bunch of blossoms near the painting area. Also demonstrate and show examples of finger-painted monoprints.

2. Smooth some fingerpaint out on a "tabletop" in an area as large as the paper.

3. Using the hand, fingers or a gadget, the child fingerpaints a flower on the painted "tabletop". Make regular repeated strokes to give the rhythm of flower petals. Jab at the paint to make dots for the center of the flower.

4. To erase a part of the flower or all of it, the child wipes the painted surface smooth, just as if he/she were finger-painting on paper.

5. When the design is finished, the child lightly lays a sheet of paper on the design.

6. Smooth the paper out on the painted surface. This causes a print to be made.

7. Pull the print from the tabletop and set it aside to dry.

Here are some suggestions for varying the appearance of the print. Before printing, have the children decorate their paper with:

a. colored chalk
b. tissue paper collage
c. string painting

Or, if the children are using sheeting, they may tie dye their fabrics first.

8. Display the floral fingerpainted prints as they are or have the children use them in a collage. For example, the children could cut around their blossom prints, then paste them to a construction paper background with paper strip (or yarn) stems and a halved drink cup (decorated) for a vase.

Objectives

The child will be able to:

1. create a floral design on a smooth painted surface with his/her hand, fingers or gadget.
2. position a piece of paper on the fingerpainted design without smudging it.

Clay Collage: Colored Modeling Clay Designs

There is a fragile permanent art product as a result of this art activity, but the process is a challenging, exploratory experience in the elements of art. The usual clay activity stresses manipulation of the soft material (e.g., texture). But in making these designs, children will make color choices too.

Art Materials:

colored modeling clays (Crayola makes modeling clays in nine colors: blue, brown, cream, gray, gray-green, green, red, terra-cotta, yellow)
modeling tools
rigid support or box lid (e.g., shoe box lid for a box containing child's shoes)
glue

Directions:

1. Soften the colored clay sticks by having the children work the sticks in their hands.

2. Ask children to consider the background when selecting their first clay colors because when they make their clay reliefs, they will put the background on first. To build up a series of relief forms, firmly press simple shapes of clay against the surface of the rigid support. The clay shapes may vary in height to provide an interesting interplay of high and low levels.

Also, forms can be either added to a clay surface or removed by scooping away to create contrasting levels.

3. This clay background can be used as a base in which many types of materials can be imbedded--materials such as sticks, twigs, seeds, buttons and broken pieces of crayon. Or the children may model small objects and attach them to the backgrounds they have created. The backgrounds could be environmental scenes like landscapes or seascapes, or smaller interior settings like a table top. Encourage the children to consider the three-dimensional qualities of all the objects they attach to their backgrounds.

4. For a different appearance to the relief, use overlays of colored tissue pieces adhered with gloss polymer medium to the clay surface or directly on the clay. When the polymer dries, the relief may be given a glass-like finish through an additional heavy coating of the gloss polymer medium.
5. Display the finished reliefs. Let the children talk about how their clay collages differ from paper ones.

Objectives: The child will be able to:

1. manipulate soft clay, flatten it, and press it into a background.

2. form and attach three-dimensional clay forms to the clay background.

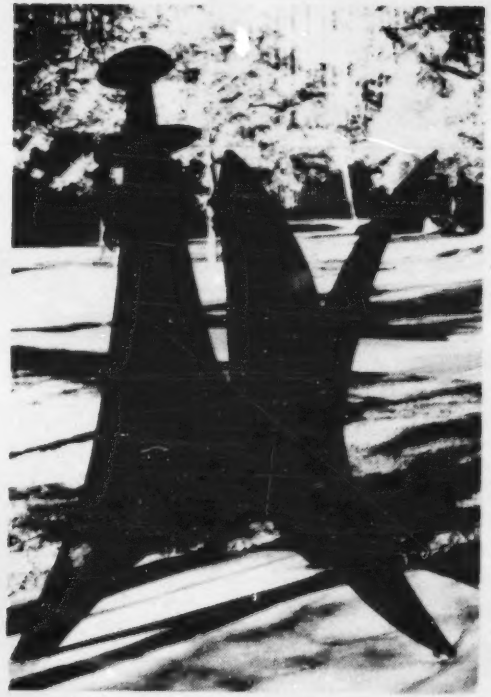
Reference: "Clayola Modeling Clay Art Techniques", (CMCF-4-72-150), New York: Binney & Smith, Inc.

A. Brancusi, Head of a Woman
Norton Simon Museum of Art, Pasadena

B. Michelangelo, Pitti Madonna
National Museum, Florence

D. Ancient Near East
Relief Sculpture, 500 B.C.
Persepolis, Iran

E. Segal, Seated Figure
Neue Kunstmuseum, Munich



C. Calder, Button Flower, 1959
Franklin D. Murphy Sculpture Garden, U.C.L.A.

Pictured here are sculptures by several artists. Artists called sculptors use many different things to make their sculptures.

Can you find the sculptures that look like they are made out of these materials?

1. The sculpture made of sheets of metal is _____
2. A flat stone sculpture of a man holding a gift is _____
3. Shiny metal called bronze is used in the sculpture _____
4. The sculpture including a seated figure made of Plaster of Paris is _____

Answers: 1. C 2. D 3. A 4. E

ABC RECIPES

COOKING WITH NANCY

Y IS FOR YUMMY FROSTING

100	g	powdered sugar
30	ml	milk
1-3	ml	vanilla
7	g	butter

BLEND SUGAR AND MILK TOGETHER UNTIL SMOOTH. ADD VANILLA AND BUTTER AND BEAT WELL. MAKES ENOUGH FOR 12 CUPCAKES.

Z IS FOR ZANY CARAMEL-CORN CREATURES

15	C	popped popcorn
1	C	molasses
1	C	corn syrup
1/2	C	sugar
1/2	C	water
1/2	tsp	salt
1	T	butter
1	T	vanilla

DECORATIONS SUCH AS CHOCOLATE CHIPS, GUMDROPS, PEANUTS, RAISINS, HARD CANDIES.

1. PUT POPCORN IN A LARGE BOWL OR CONTAINER; SPREAD WAXED PAPER OVER YOUR WORK AREA.
2. PLACE MOLASSES, CORN CYRUP, SUGAR AND WATER IN A SAUCEPAN TO BOIL. USE THE CANDY THERMOMETER; BOIL THE MIXTURE UNTIL IT REACHES 260°.
3. REMOVE THE PAN FROM THE HEAT; STIR IN SALT, BUTTER AND VANILLA. COOL FOR THREE MINUTES.
4. BUTTER YOUR HANDS. THEN SLOWLY POUR THE SYRUP OVER THE POPCORN AND STIR WITH YOUR HANDS.
5. SHAPE THE CARAMEL CORN INTO ANY KIND OF ZANY CREATURE YOU CAN THINK OF. SET IT ON WAXED PAPER TO DRY.

PROBLEM OF THE WEEK

CRACK THE CODE

1cm	2cm	45mm	4cm	2cm	15mm	3cm	3cm	25mm
5cm	9cm	55mm	4cm	5cm	1cm	9cm	8cm	
8cm	35mm	55mm	55mm	4cm	6cm			

* USE THIS KEY TO FIND THE ANSWER ABOVE *

R = _____ A = _____

U = _____ H = ____

S = _____

M = _____

I = _____

T = _____

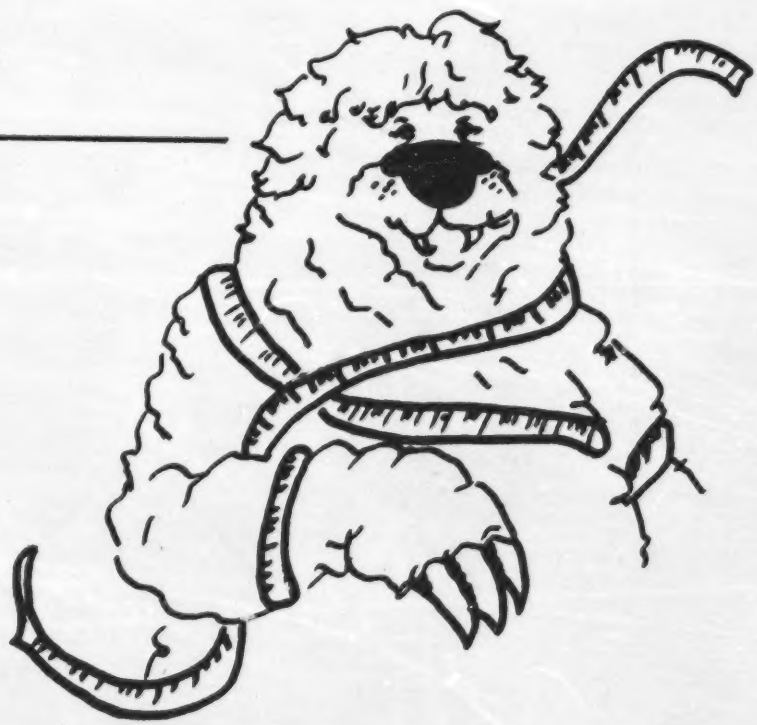
D = _____

O = _____

G = ____

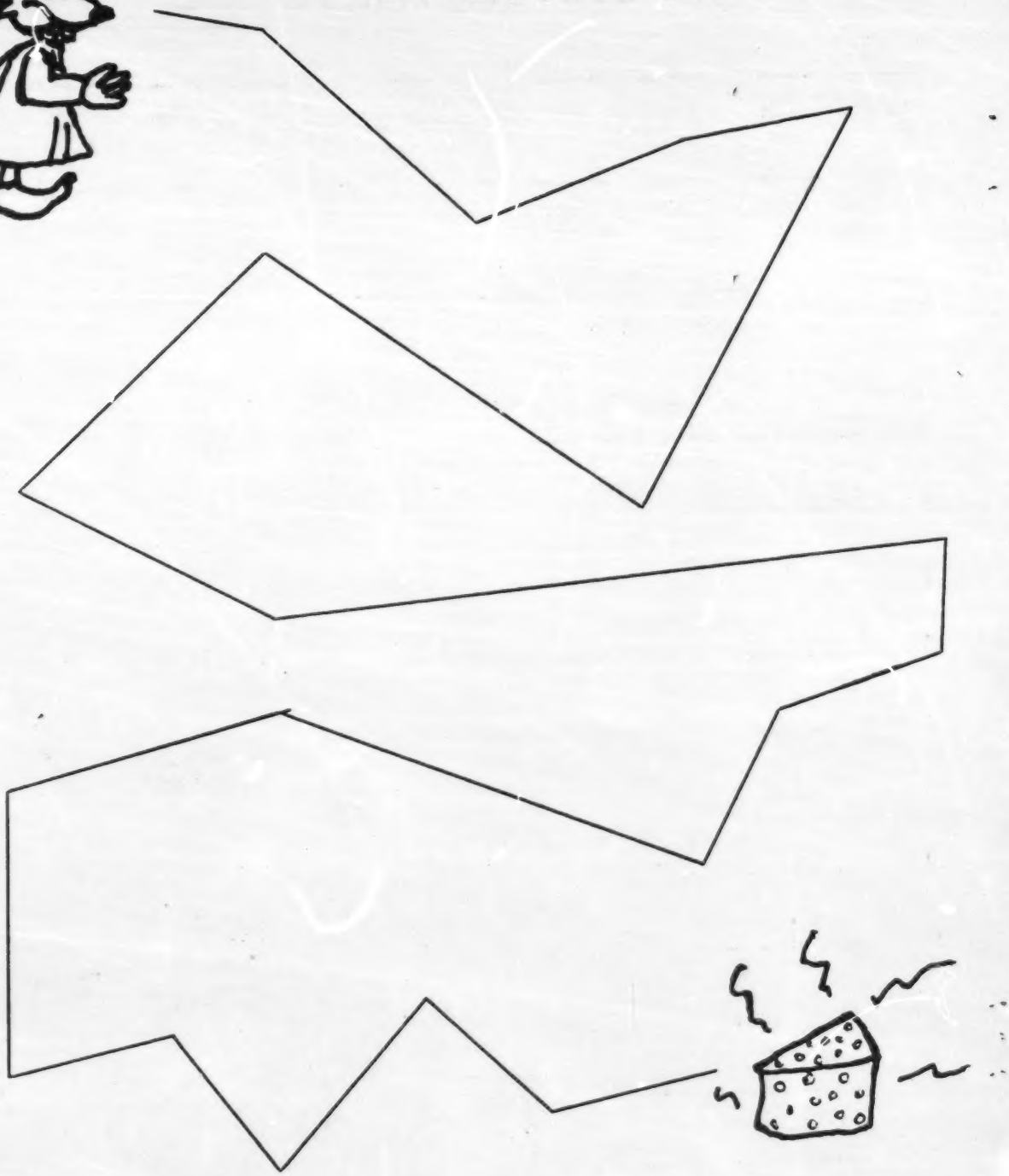
E = _____

V = _____



How Far?

DIRECTIONS: MEASURE THE DISTANCE IN CENTIMETERS, FROM THE MOUSE TO THE CHEESE.



At The Candy Store

Peanuts	Candy	Lollipops	Ice Cream
1 gram each	2 grams each	3 grams each	6 grams each

TELL HOW MUCH THE CANDY WEIGHS

_____ grams

_____grams

_____ grams

_____grams

_____grams

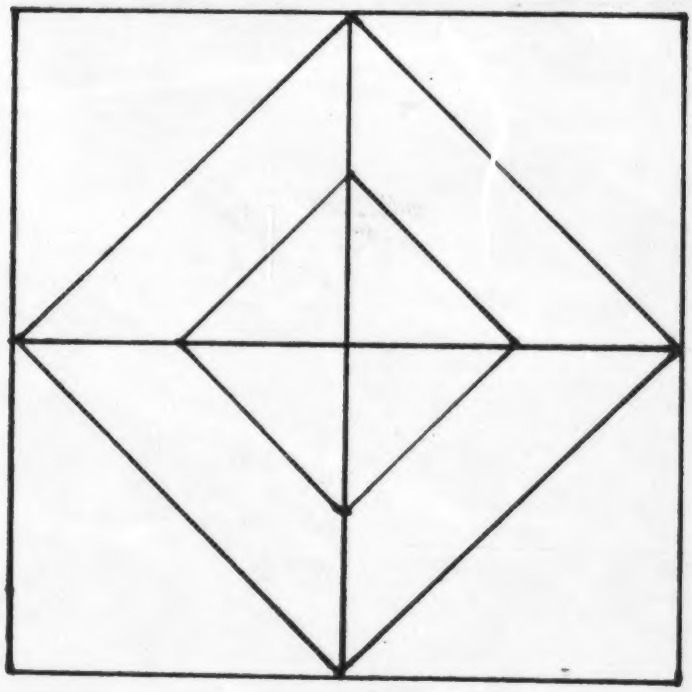
MAJOR PROBLEM: How many assortments of treats can you buy that weigh exactly 12 grams. (List them).

EXTENSION QUESTION: How many different assortments of treats can you buy to weigh exactly 15 grams. (List them).

PROBLEM OF THE WEEK

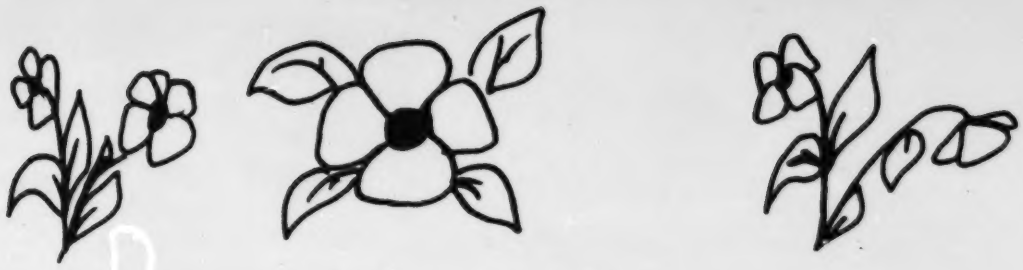
HOW MANY SQUARES?

Hint: Color in the single squares and outline the larger squares.



Extension: How many triangles?

Hint: Color the single triangles and outline the triangles that are composed from two triangles.



INTRODUCTION TO MEASUREMENT

All measurement, regardless of whether it deals with Length, Area, Volume, Capacity, Mass or Temperature is based on the idea of making a comparison. The comparisons are made between what is to be measured and some agreed upon standard.

These activities follow the recommendations of the California State Department of Education as printed in that office's publication "Inservice Guide to Teaching Measurement."

The following list of successive stages provides an excellent guide for the organization of classroom measurement activities:

1. Making direct comparisons between objects
2. Comparing an object with a nonstandard unit
3. Comparing an object with a standard unit
4. Choosing measurement units for specific tasks[1]

These activities cover making comparisons between two objects, either by observation or by direct correspondence.

Objective: To acquire a feeling for comparative lengths using observation.

Teacher-Directed Activities:

1. Instruct pairs of students to stand back-to-back and determine which student is taller. Repeat for different pairs of students.

2. Have your students select two pencils of different lengths and determine which pencil is longer.

3. Instruct pairs of students to compare the length of their right arms to determine which has the longer right arm.

4. Have two students measure, by comparison, arm spans to determine the longer one.

5. Ask two students to find who has the wider left shoe.

6. Find two students with a belt and determine which one has the shorter belt.

7. Select two students and determine which one has the shorter little finger on the left hand.

8. Ask students to determine longer and shorter items from pairs which you select.

LOOK AROUND

WHO IN YOUR CLASSROOM

_____ HAS THE LONGEST FINGERNAILS

_____ IS THE SHORTEST

_____ IS THE TALLEST

_____ HAS THE BIGGEST SMILE

_____ HAS THE LONGEST ARMS

_____ HAS THE LONGEST HAIR

_____ HAS THE LONGEST FOOT

_____ HAS THE WIDEST SHOULDERS

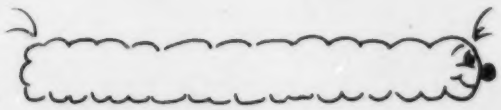
NON STANDARD UNITS
(LENGTH)

STUDENT'S NAME _____

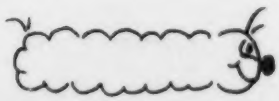
OBJECT	MEASURING DEVICE	WHAT DO YOU GUESS FOR THIS MEASURE	WHAT WAS THE ACTUAL MEASURE?
WIDTH OF DESK	Your Pencil		
LENGTH OF ROOM	Your Foot		
WIDTH OF THIS PAGE	AN ERASER		
LENGTH OF MATH BOOK	Width of your little finger		
LENGTH OF HALLWAY	Arm Span (stretch your arm from finger tips to finger tips)		
HEIGHT OF A FRIEND	Hand Spans		
HEIGHT OF YOUR CHAIR (Measure from floor)	Crayon		
STUDENT CHOICE	Student Choice		
STUDENT CHOICE	Student Choice		

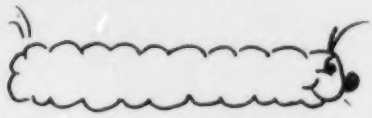
Measure The Centipedes

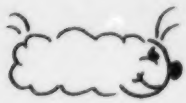
DIRECTIONS: CUT OUT YOUR CENTIMETER RULER AND MEASURE THE CENTIPEDES.

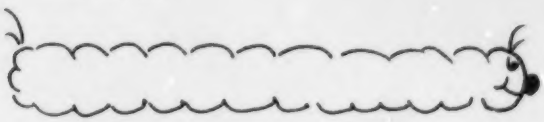
1.  _____ cm

2. _____ cm

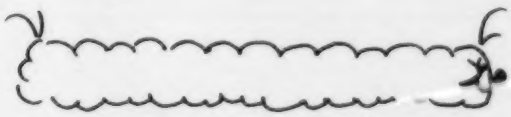
3.  _____ cm

4.  _____ cm

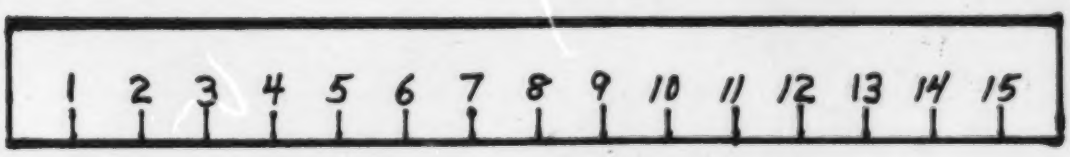
5.  _____ cm

6.  _____ cm

7. _____ cm

8.  _____ cm

CENTIMETER RULER



CENTIPEDES HAVE 100 LEGS. METERS HAVE 100 CENTIMETERS. A DOLLAR HAS 100 CENTS.

MY MEASUREMENTS

DIRECTIONS: USE A TAPE MEASURE TO MAKE THESE MEASURES. SINCE MOST AVAILABLE ONES ARE WITH INCHES, THAT IS THE MEASUREMENT ASKED FOR HERE. USE UNIT OF CENTIMETERS (CM) IF YOU HAVE A METRIC TAPE.

MY HEAD IS _____ INCHES AROUND

MY NECK IS _____ INCHES AROUND

MY CHEST IS _____ INCHES AROUND

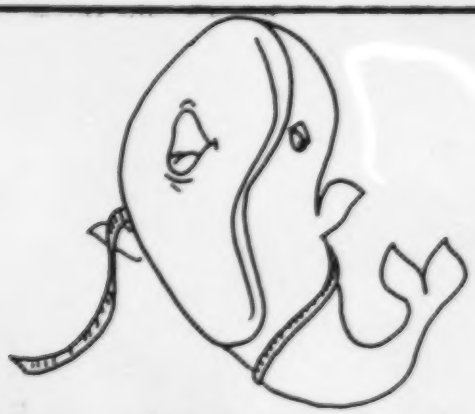
MY WAIST IS _____ INCHES AROUND

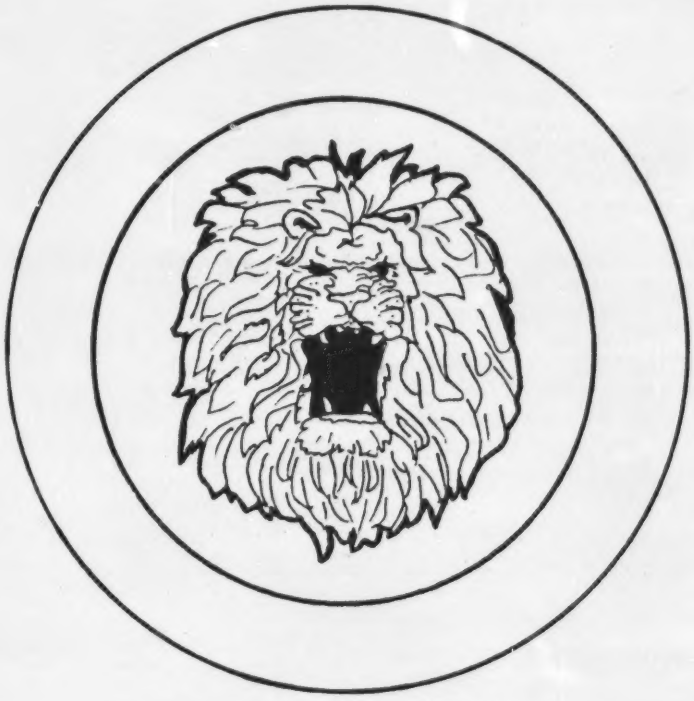
MY LEG IS _____ INCHES AROUND

MY ANKLE IS _____ INCHES AROUND

MY WRIST IS _____ INCHES AROUND

THE TOTAL IS _____ OF ALL MY AROUNDS





METRIC CERTIFICATE

C E R T I F I C A T E

I CAN SHOW YOU SOMETHING ABOUT AS LONG AS A METER AND SOMETHING ABOUT AS LONG AS A ONE OR TEN CENTIMETERS.

I CAN TELL YOU MY HEIGHT IN CENTIMETERS AND MY WEIGHT IN KILOGRAMS.

I CAN SHOW YOU ABOUT A LITER OF WATER.

I CAN WRITE THE SYMBOLS FOR METER, CENTIMETER, LITER, GRAM, KILOGRAM.

_____ _____

DATE MY NAME

MAY BIRTHDAYS

DATE	NAME	INFORMATION
2-1729	CATHERINE II, THE GREAT	EMPRESS OF RUSSIA FROM 1762 TO 1796.
4-1796	HORACE MANN	PIONEER AMERICAN EDUCATIONAL REFORMER.
6-1856	SIGMUND FREUD	AUSTRIAN PHYSICIAN AND NEUROLOGIST.
7-1812	ROBERT BROWNING	ENGLISH POET.
7-1833	JOHANNES BRAHMS	GERMAN CONCERT PIANIST AND COMPOSER.
7-1840	PETER I. TCHAIKOVSKY	RUSSIAN COMPOSER, CONDUCTOR AND PROFESSOR OF COMPOSITION.
9-1800	JOHN BROWN	RADICAL ADVOCATE OF THE ABOLITION OF NEGRO SLAVERY.
12-1820	FLORENCE NIGHTINGALE	RENOWNED ENGLISH NURSE AND HOSPITAL REFORMER.
14-1686	GABRIEL DANIEL FAHRENHEIT	PRUSSIAN PHYSICIST WHO INTRODUCED THE MERCURY THERMOMETER.
20-1768	DOROTHY PAYNE MADISON	WIFE OF PRESIDENT MADISON.
20-1806	JOHN STUART MILL	ENGLISH SOCIAL PHILOSOPHER
21-1542	HERNANDO DE SOTO	SPANISH SOLDIER.
21-1688	ALEXANDER POPE	ENLGISH POET.
22-1813	RICHARD WAGNER	GREAT GERMAN COMPOSER.
25-1803	RALPH WALDO EMERSON	IMMORTAL AMERICAN PHILOSOPHER.
27-1819	JULIA WARD HOWE	AUTHOR OF THE "BATTLE HYMN OF THE REPUBLIC".
29-1736	PATRICK HENRY	ORATOR OF THE AMERICAN REVOLUTION.
31-1819	WALT WHITMAN	GREAT AMERICAN POET.

Famous Artists

DATE	NAME	INFORMATION
2-1519	LEONARDO DA VINCI	DEATH OF LEONARDO DA VINCI
2-1925	ANNE ARNOLD	AMERICAN SCULPTOR
9-1928	RALPH GIONGS	CALIFORNIA REALIST PAINTER
13-1882	GEORGE BRAQUE	CUBIST PAINTER
22-1844	MARY CASSATT	AMERICAN PAINTER
22-1930	MARISAL (ESCOBAR)	POP SCULPTOR
23-1910	FRANZ KLINE	ABSTRACT EXPRESSIONIST ARTIST
23-1930	RICHARD ANUSZKIEWICZ	CONTEMPORARY AMERICAN ARTIST
25-1911	WILL BARNETT	AMERICAN ARTIST
30-1887	ALEXANDER ARCHIPENKO	RUSSIAN SCULPTOR
31-1923	ELLSWORTH KELLY	AMERICAN PAINTER

BEST COPY AVAILABLE

MAY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

BEST COPY AVAILABLE